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AUTHOR Dixon, Terry P.
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ABSTRACT

An Institutional Assessment Committee at Clarkson College (Nebraska) used the 1995 Cooperative Institutional Research Program (CIRP) Freshman Survey data as an entry level baseline for assessing entering students' possession of desired outcomes or attributes of the school's graduates. This analysis studied the data by comparing the various attributes of the Clarkson College Mission and Goals Statements with the various categories of the CIRP profile. This process resulted in a selection of CIRP indicators matched to the following desired attributes: competence, thoughtfulness, ethical reasoning, compassion, service, cultural diversity, experiential diversity, life enrichment, critical thinking, self direction, scholarliness, and anticipation of change. For each attribute the study revealed the profile of Clarkson freshmen and offered recommendations. Among the findings were the following: (1) students were competent in academics and cooperativeness but weak in their ability to write, create, and communicate; (2) respondents were thoughtful concerning issues of importance to them; (3) respondents did not possess the level of citizenship expected on graduation; and (4) respondents did not possess the level of cultural diversity desired by the College, nor were they experientially diverse. Contains 30 tables displaying data and findings, the Clarkson Outcomes Assessment Plan, and a copy of the Clarkson mission statement. (JB)

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ED 392 365

Use of the 1995 Clarkson College CIRP Summary to Determine the Presence of Institutional Outcomes Possessed by Entering Freshmen

By
Terry P. Dixon, Ed. D.
Vice President for Academic Affairs
Clarkson College

HE 027965

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Introduction

The following is a summary report, with recommendations concerning the 1995 Cooperative Institutional Research Program (CIRP) Freshman Survey. The survey is designed to compare specific institutions (in this case Clarkson College) to other institutions participating in the study on over 200 items. The results of the survey are reported as an institutional profile which is then compared to other institutions participating in the survey. The Clarkson College Institutional Assessment Committee has chosen to use selected CIRP data as an entry level baseline for assessing entering students possession of institutional outcome attributes (variables; Appendix A). This report attempts to summarize the CIRP Freshman Survey data into conclusions and provide recommendations for the Clarkson College community, through the Clarkson College Institutional Assessment Committee, based upon these conclusions. The report attempts to go beyond the profile by using select items from the CIRP profile as indicators of assigned attributes derived from the Clarkson College Mission and Goal Statement (Appendix B).

It should be remembered that the CIRP Freshman Survey for 1995 is a *profile of entering freshman*, not graduates. Therefore, one would not expect students as a group to fully possess the attributes expected of them following graduation. However, this study uses exit attributes as the basis for assessing entering students.

Assumptions

The conclusions and recommendations in this report are based upon the following assumptions as being truth.

1. The CIRP Freshman Survey Summary for 1995 *is to be used* to determine the level of presence or absence, within freshman, of the attributes expected of Clarkson College graduates as stated in the Clarkson College Mission and Goals Statement.

2. The attributes identified by the author are *accurate reflections* of the expected meaning intended for the Clarkson College Mission and Goals Statement.

3. Items from the CIRP Survey Summary matched by the author to each mission item *are appropriate indicators* of the presence or absence of the Clarkson College Mission and Goals attributes (variables) with which they are matched.

4. Data provided by the CIRP Survey Summary are indicators of the *level* of presence or absence of mission statement attributes.

5. Data on the CIRP Survey can be viewed as part of a *continuous spectrum* of data which indicates the presence or absence of identified attributes.

6. The attribute indicators assigned by the author can be *effectively compared* with the results of the CSS and other assessment instruments used by the Institutional Assessment Committee.

Instrument

The instrument used in the comparative study of cooperating institutions is the *Cooperative Institutional Research Program Freshman Survey*, commonly referred to as the CIRP Freshman

Survey, designed and published by the Higher Education Research Institute, Graduate School of Education and Information Studies, University of California, Los Angeles, California. Information concerning reliability, survey construction, etc. can be attained from the Higher Education Research Institute.

Instrument Administration

The procedure for the administration of the survey can be found in the CIRP literature available in the Clarkson College Counseling office. Tracking of the survey on the Clarkson College campus was managed by the Clarkson College Institutional Assessment Committee and administered by the Clarkson College Counseling Department during the opening of the 1995 Fall Term.

Procedure for Reaching Conclusions

Without a framework for studying the CIRP survey results the amount of information the CIRP Survey provides can easily confuse the best of researchers. As in all study, there are numerous frameworks for studying survey results. The framework used for this report was chosen by the author and should in no way be construed as the only or best way to draw conclusions from the CIRP Summary.

For the purpose of this report the author has chosen to study data by comparing the various attributes of the Clarkson College Mission and Goals Statements with the various categories of the CIRP profile. The procedure used for developing the framework is as follows.

1. Using the Clarkson College Mission and Goal Statement attributes were assigned which reflected the presence of expected outcomes (Table 1, column 1).
2. The list of assigned attributes was compared with the attributes (variables) identified by the Clarkson College Institutional Assessment Committee to assure their inclusion within this study (Table 1, column 1, those appearing with an "**").
3. A list of student characteristics which could be used as indicators of the presence or absence of each attribute was created.
4. Each item description on the CIRP Freshman Survey was reviewed to determine its relativity in providing information for determining the presence or absence of specific student characteristics.
5. Those CIRP items which provided information concerning the presence or absence of the student characteristics were chosen as indicators of the assigned attribute presence (Table 1, column 2).
6. Data summaries were reviewed to determine if they reflected a positive or negative congruence with the designated attribute.
7. Recommendations were created designed to encourage the desired change in the attribute being reviewed.

Assignment of Attributes

Table 1 CIRP Item Descriptions Used As Attribute Indicators identifies the *Assigned Attributes* reflective of the College mission statement and the categories from the CIRPS report assigned as indicators of the presence of an attribute. The CIRPS indicators used were selected on the basis of the author's perceived relevance to each of the assigned attributes reflective of the Clarkson College Mission and Goal Statement.

Appendix B contains a copy of the Clarkson College Mission and Goals Statement. From this mission the author identified the 12 attributes to be possessed by a Clarkson College graduate.

TABLE 1

CIRP Item Descriptions Used As Attribute Indicators

Assigned Attribute		CIRPS Indicator(s) Used*
Competence**	1.	Average high school grade
	2.	Had remedial Work
	3.	Will need remedial work
	4.	Student rated self above average
	5.	Hours/week in the last year spent studying
Thoughtfulness	1.	Activities engaged in during the past year
	2.	Number of other college acceptances received
	3.	Highest Degree planned anywhere
	4.	Highest degree planned at this institution
	5.	Partying
	6.	Concern about financing college
Ethical Reasoner**		None
Compassionate**	1.	Activities engaged in during the past year
	2.	Hours per week in the last year spent on
	3.	Objectives considered essential
	4.	Agrees strongly with
Provides service to individuals, Families and Communities (Citizenship)**	1.	Activities engaged in during the past year
	2.	Probable career or occupation
	3.	Objectives considered to be essential
	4.	Student estimates; chances are very good
	5.	Agrees strongly or somewhat
Culturally diverse	1.	Racial background
	2.	Give special consideration in college
	3.	Reasons noted as very important in deciding to go to college
Experientially diverse	1.	Activities engaged in the past year
	2.	Hours spent per week in the last year spent on
Enriched life	1.	Activities engaged in during the past year
	2.	Student rated self top 10% in
	3.	Hours per week in the last year spent on
	4.	Father's Education
	5.	Father's Career
	6.	Mother's education
	7.	Mother's career

TABLE 1

CIRP Item Descriptions Used As Attribute Indicators

Assigned Attribute		CIRPS Indicator(s) Used
Critical thinker**	1.	Activities engaged during the past year
	2.	Number of other colleges applied to for admission this year
	3.	Highest degree planned anywhere
	4.	Highest degree planned at this institution
	5.	Hours spent per week in the last year spent on
	6.	Reasons noted as very important to deciding to go to college
	7.	Reasons noted as very important in selecting this college
	8.	Objectives considered to be essential or very important
	9.	Agrees strongly or somewhat
Self directed	1.	Average high school grade
	2.	Activities engaged in during the past year
	3.	Student rated self above average or top 10%
	4.	Hours per week in the last year spent on
	5.	Students estimate: chances are very good that he/she will
Scholar**	1.	Average high school grade
	2.	Had remedial work in
	3.	Will need remedial work in
	4.	Student rated self above average or top 10% in
	5.	Hours per week in the last year spent on
Anticipates change	1.	Highest degree planned anywhere
	2.	Highest degree planned at this institution
	3.	Reasons noted as very important in deciding to go to college
	4.	Reasons noted as very important in selecting this college
	5.	Students estimate: chances are very good that he/she will
	6.	Agrees strongly or somewhat

* These are the lead in phrases/statements as they occur on the CIRP Freshman Institutional Summary for 1995 under the heading "Item Descriptions."

** This attribute has also been identified by the Clarkson College Institutional Outcomes Assessment Committee as a variable leading to the expected outcome of a Clarkson College degree.

Seven of the twelve attributes identified by the author matched with the attributes (variables) identified by the Clarkson College Outcomes Assessment Committee.

Findings, Conclusions and Recommendations

The following summarizes the review of data provided by the CIRPS Report in relationship to the identified attributes chosen for this study. Findings are followed by conclusions and recommendations.

Competence

Five CIRPS Indicators were used to assess the assigned attribute competence (see Table 1). 74.5% of the students responding to "Average high school grade" identified themselves as a "B" or better student (Table 2), while the largest category of students identifying themselves as "Had remedial work" was 19% (Table 3). A review of the indicator "Had Remedial Work in" shows very few students responding to the item have completed remedial work in the subject areas mentioned with the largest percentage being 6.6% in mathematics (Table 3). A comparison of these three indicators would suggest the students completing the survey do possess the attribute of competence.

TABLE 2

Average High School Grade as Reported by CIRP*

Grade	% of All Students With An Average Grade of
A or A+	6.6
A-	15.1
B+	19.8
B	33.0
Total % B or better	74.5

* Percentages in all charts are from the CIRPS column heading "All Students".

TABLE 3

Had Remedial Work in... as Reported by CIRP

Subject	% of Students Who Had Remedial Work In
Mathematics	19.8
Science	15.1
English	14.2
Reading	11.3
Social Studies	11.3
Foreign Language	10.4

Another indicator of competence is how students would rate themselves concerning various items. Table 5 describes how students rated themselves in nine areas which can collectively be used as indicators of competence. Responses indicate that students believe they are most competent in their cooperativeness with over 70% stating they believe themselves to be above average on this item.

TABLE 4

Will Need Remedial Work in... as Reported by CIRP

Subject	% of Students Who Will Need Remedial Work In
Mathematics	6.6
Foreign Language	5.7
Science	3.8
English	.9
Reading	.9
Social Studies	0.0

The table also indicates that students believe they are not above average in competitiveness (33%), creativity (28.3%), self confidence (39.4% intellectually; 35.2% socially), and writing ability (32.4%).

TABLE 5

Student Rated Self Above Average or Top 10% in .. as Reported by CIRP

Area	% of Students Rating Themselves Above Average or Top 10% In
Cooperativeness	70.8
Understanding of Others	67.9
Drive to Achieve	64.8
Academic ability	52.8
Creativity	28.3
Self Confidence (intellectual)	39.4
Self Confidence (social)	35.0
Competitiveness	33.0
Writing Ability	32.4

Another indicator of the presence of competence would be the number of hours per week students devoted to reading for pleasure. Table 6 Hours per Week in the Last Year Spent on Reading shows that 74% of the students responding spend less than 2 hours reading for pleasure per week.

Conclusion

A summary of the five indicators for the attribute competence indicate that student respondents to the CIRP Survey possess competence when it comes to academics and cooperativeness, but that students fall short of possessing competence in their ability to write, create, communicate and self confidence.

TABLE 6

Hours Per Week In the Last Year Spent On Reading as Reported By CIRP

Number of Hours/Week	% of Students Reading for Pleasure
None	28.9
Less than one	24.7
1 to 2	20.6
3 to 5	15.5
6 to 10	9.3
11 to 15	1.0
16 to 20	0.0
over 20	0.0

Recommendations

1. Increased activities in the areas of writing and communication skills should be provided students throughout the student's college course work.
2. Courses should increase the number of activities students have which focus on creating.
3. Goals and activities which promote the growth of student self confidence should be developed and implemented throughout the student's course work.

Thoughtfulness

Five CIRP indicators were used to assess the presence of Thoughtfulness (Table 1). A review of the activities in which respondents were engaged in during the last year indicate students are thoughtful with over 87.5% of the respondents having attended religious service, 35.2% having

TABLE 7

Activities Engaged In During The Past Year

Activities	% of Students Participating
Attended a religious Service	87.5
Socialized with different ethnic group	58.7
Performed volunteer work	58.1
Participated in demonstration	35.2
Tutored another student	25.5
Overslept or missed class/appointment	17.9
Asked teacher for advice	16.0
Smoked cigarettes	13.2
Discussed politics	10.4
Voted in student election	6.6
Worked in a political campaign	.9

participated in demonstrations and 58.1% performed volunteer work and 58.7% have socialized with different ethnic groups during the year prior to responding to the CIRP. Though this data does not describe the level of participation it does suggest that respondents were thoughtful in selecting the personal activities in which they chose to participate.

TABLE 8

Number of Other Colleges Applied to For Admission This Year

Number of Colleges Applied To	% of Students Responding
No other	50.0
One	19.6
Two	19.6
Three	4.9
Four	2.9
Five	2.0
Six or more	1.0

Another possible indicator of thoughtfulness relates to the number of colleges to which a student has applied for admission. Table 7 Number of Other Colleges Applied to For Admission indicates that 50% of the respondents applied only to Clarkson College, while 39.2% applied to one or two additional colleges for admission. This would suggest that a large portion of the respondents were not thoughtful when it came to seeking admission to college as it appears alternatives were not considered should they not be accepted into a Clarkson College program.

Table 9 Highest Degree Planned Anywhere, and Table 10: Highest Degree Planned at This Institution suggest the presence of thoughtfulness within the respondents. All of the degrees which were identified by the respondents are degrees which required at least two years of study. 89% indicated they were seeking a bachelor's or master's degree.

TABLE 9

Highest Degree Planned Anywhere

Level of Degree	% of Students Planning This Degree
None	0.0
Vocational certificate	0.0
Associate	7.0
Bachelor's	44.2
Master's	43.0
Ph.D., or Ed.D.	3.5
Other	2.3

Table 11 Concern About Financing College indicates presence of thoughtfulness in that 86.2% of the respondents expressed Some or Major concern about financing college.

TABLE 10:

Highest Degree Planned at This Institution

Number of Hours/Week	% of Students Indicating Level
None	0.0
Vocational certificate	1.4
Associate	37.1
Bachelor's	52.9
Master's	8.6
Ph.D., or Ed.D.	0.0
Other	2.3

TABLE 11

Concern About Financing College

Level of Concern	% of Students At Level
None	13.9
Some	43.6
Major	42.6

Conclusion

The CIRP items selected as indicators concerning thoughtfulness provide mixed conclusions as in some areas respondents appear to be very thoughtful while in other areas thoughtfulness seems to diminish. One would have to conclude based upon the indicators chosen that respondents are thoughtful concerning personal issues of importance to them.

Recommendations

4. To better assess the outcome of thoughtful within the Clarkson College Mission Statement, a clearer meaning of thoughtful should be identified.

Compassionate

Four CIRPS items were chosen as indicators of the presence of compassion (Table 1). A review of Table 7 Activities Engaged in During The Last Year indicates several areas such as attended a religious service (87.5%), participated in a demonstration (35.2%) and performed volunteer work (58.1%) which could be considered reflections of respondents compassion. Table 12 Hours Per Week Spent On Volunteer Work shows that 65.6% of the respondents did no volunteer work on a weekly basis. 34.4% of the respondents completed from 1 to over 20 hours per week of volunteer work.

Compassion can also be determined by exploring objectives respondents considered essential or very important to them. Table 13 Objectives Considered to Be Essential or Very Important suggests that respondents possess compassion. A large percentage of respondents indicated their agreement with issues which could be considered compassionate, with the exception of abolishing the death penalty (See Table 14).

TABLE 12

Hours Per Week Spent On Volunteer Work

Hour Per Week	% of Students Volunteering
None	65.6
Less than 1	16.7
1 to 2	7.3
3 to 5	6.3
6 to 10	2.1
11 to 15	0.0
16 to 20	1.0
Over 20	1.0

TABLE 13

Objectives Considered to Be Essential or Very Important

Objective	% of Students Identifying Objective
Help others in difficulty	72.6
Prohibit racist/sexist speech	70.7
Influence social values	42.5
Promote racial understanding	20.8
Participate in community action	18.9
Be involved in environmental cleanup	11.3

TABLE 14

Agrees Strongly or Somewhat

Issue	% of Students Indicating Agreement
Federal Government do more to control handguns	87.1
National Health Care Plan needed	76.0
Abortion should be legal	56.1
Prohibit Homosexual relations	19.8
Abolish the death penalty	15.0

Conclusion

Based upon the four CIRP indicators selected for assessing compassion, respondents as a group do seem to possess compassion though in the area of racial/sexual understanding and in categories of issues which do not reflect directly on the respondents compassion seemed to be lacking.

Recommendation

5. Provide activities within curricular programs which promotes a greater understanding of other's situation, feelings, and motives.
6. Create situations whereby students are out into a variety of social and economic community settings.

Citizenship

Four CIRP items were chosen as indicators of citizenship (Table 1). Table 7 Activities Engaged In During the Last Year illustrates that respondents spent time being involved in individual, family and community activities which would suggest respondents possess attributes associated with citizenship. Table 15 Probable Career or Occupation indicates practically all categories which would be considered helping professions (thereby an expression of citizenship) were indicated by respondents (It must be kept in mind, however, that for the most part majors selected by respondents shown in Table 15 are majors offered by Clarkson College which would suggest students made career choices prior to attending Clarkson College).

TABLE 15

Probable Career or Occupation

Career or Occupation	% of Students Indicating Career or Occupation
Nurse	55.8
Therapist	26.0
Homemaker	1.9
Physician*	1.0
Accountant or actuary*	1.0
Lab Technician or hygienist*	1.0
Teacher (elementary)*	1.0

* Careers not offered by Clarkson College.

A review of Table 12 Objectives Considered to Be Essential or Very Important strongly supports the idea that respondents possess attributes associated with citizenship. 72.6% of the respondents stated that helping others in difficulty is an essential objective of their education. 70.7% stated the prohibition of racist/sexist speech is an essential objective of their education.

Information provided by Table 16 does not seem to coincide with data provided by other CIRP items selected as indicators of citizenship as a high percentage of respondents indicated they did not estimate they would be involved in the items mentioned. This is also true of the information provided in Table 17 as 43% of respondents believed that individuals can do little to change society.

TABLE 16

Students Estimate: Chances Are Very Good That He/She will

Objective	% of Students Identifying Objective
Participate in voluntary/Community Service	17.5
Be elected to student office	7.6
Participate in student protest	0.0

TABLE 17

Agrees Strongly or Somewhat

Item	% of Students Agreeing with Item
Individuals can do little to change society	43.0

Conclusion

Based upon a review of the five selected CIRP indicators for citizenship it would seem that it is not clear whether respondents possess the level of citizenship expected upon graduation from Clarkson College.

Recommendations

7. Qualities which the College associates with citizenship should be more clearly identified.
8. Once clearly identified, the qualities associated with citizenship should be communicated to the College community for the development and implementation of activities throughout the curriculum promoting their adoption by Clarkson College students and graduates.

Culturally Diverse

Three CIRPS items were selected as indicators of cultural diversity. CIRP data provided by Table 18 Racial Background suggest that entering freshmen are more culturally alike than they are culturally different with the largest racial group being Caucasian (90.4%). The next largest identifiable group is African American/Black (2.9%).

Table 19 Give Special Consideration in College Admissions suggests that respondents are more economically understanding than racially with 59.4% of the respondents believing that special consideration in college admissions be given low income students versus racial groups.

Table 20 Reasons Noted as Very Important in Deciding to Go to College suggests that students do desire to learn more. 55.4% of the respondents indicated to gain a general education as very

important in deciding to go to college, with 28.4% clearly indicating the importance in becoming a more cultured person.

TABLE 18

Racial Background

Item	% of Students Attending Clarkson of Race
White/Caucasian	90.4
African American/Black	2.9
Asian American/Asian	2.9
Other	2.9
Mexican American/Chicano	1.0
Puerto Rican	0.0
Other Latin	0.0
American Indian	0.0

TABLE 19

Give Special Consideration in College Admissions

Give Special Consideration In College Admissions To	% of Students Saying None	Some	A Lot
Low Income Students	2.0	38.6	59.4
Foreign Students	15.8	66.3	17.8
Children of Alumni	40.6	51.5	7.9
African Americans	18.8	68.3	12.9
American Indians	17.8	67.3	14.9
Asian Americans	20.8	67.3	11.9
Hispanics/Litanies	19.8	67.3	12.9
White Caucasians	20.8	67.3	11.9

TABLE 20

Reasons Noted as Very Important in Deciding to Go to College

Item	% of Students Agreeing with Item
Learn More About Things	67.3
Gain a General Education	55.4
Become a More Cultured Person	28.4
Parents Wanted Me To Go	28.4
Wanted To Get Away From Home	9.0

Conclusions

Though the CIRPS indicators did show that respondents were somewhat diverse, it clearly indicated that respondents desired to become a more cultured person (28.4%). Respondents did not possess the level of cultural diversity desired by the College.

Recommendations

9. Monitor respondents as they progress through the Clarkson College academic program and compare CIRP data for selected items for respondents on the CSS.
10. Promote cultural events within curricular and extracurricular activities.

Experientially Diverse

Two CIRP items were chosen as indicators of experiential diversity. Tables 7 Activities Engaged In During The Past Year and and Table 21 Hours Per Week Spent on illustrate that as a group respondents are not experientially diverse as the percentage of respondents participating in the CIRP activities indicated are for the most part in the teens.

Table 21

Hours Per Week Spent On

	Hours Spent On Activity				
Activity	None	2 or less	3 to 5	6 to 10	11 +
Studying/ Homework	2.1	27.8	33.0	20.6	16.5
Exercising/ Sports	13.4	30.9	18.6	12.4	24.8
Partying	21.6	21.6	21.6	16.5	18.6
Working	18.6	3.1	4.1	11.3	62.9
Volunteer work	65.6	24.0	6.3	2.1	2.0
Student Club/ Groups	41.2	26.0	12.4	3.1	7.2
Watching TV	2.1	30.9	33.0	22.7	11.3
Housework/ Child Care	27.8	42.9	21.6	8.2	9.3
Reading for Pleasure	28.9	65.3	15.5	9.3	1.0
Playing video Games	81.4	17.5	0.0	1.0	0.0

Conclusion

The CIRP items selected as indicators for experiential diversity within the respondent group suggest respondents are not experientially diverse.

Recommendations

11. Students should be assured the opportunity to participate in experientially diverse activities.
12. College activities should be carefully planned to assure a wide array of diverse activities is scheduled.

Enriched Life

Seven CIRP items were selected as indicators for the presence of the attribute enriched life. Large percentages of the respondents to activities engaged in during the past year indicated they had participated in such activities as volunteer work, religious service and socializing with a different ethnic group (Table 7). In addition, respondents rated themselves at 30% or better in academic ability, competitiveness, cooperativeness, drive to achieve, leadership ability, self confidence (intellectual) and self confidence (social) and writing ability. Each of these attributes would be considered signs of an enriched life.

TABLE 22

Student Rated Self Top 10% In

Attributes	% of Students Rating Self In
Cooperativeness	70.8
Drive to Achieve	64.8
Academic Ability	52.8
Self-confidence (intellectual)	39.4
Self Confidence (social)	35.2
Competitiveness	33.0
Writing Ability	32.4
Leadership Ability	32.1
Physical Appearance	29.8
Creativity	28.3
Popularity	25.7
Artistic Ability	20.8
Cynicism	12.8

When CIRP data concerning the education and careers of the fathers and mothers of the respondents (Table 23) is viewed 43.3% of the mothers and 48% of the fathers had education beyond high school, an education which would provide an enriched life for the respondents as a group.

The career in which the respondents mothers and fathers were employed varied widely. For fathers the greatest number of respondents' fathers were employed in Business (16.5%), Farmer/Forester (12.6) and skilled worker (1%). Whereas the mothers of respondents were employed in the greatest numbers in the careers of Business (16.5), Business Clerical (9.3) and Homemaker (23.7), all indicators of an enriched home environment.

Table 23

Father's and Mother's Education

Education	Father	Mother
Grammar School	4.9	3.8
Some High School	11.8	7.7
High School Graduate	35.3	43.3
Post secondary/other Than college	9.8	4.8
Some College	13.7	18.3
College Degree	15.7	21.2
Some graduate school	1.0	0.0
Graduate Degree	7.8	1.0

TABLE 24

Father's and Mother's Careers

Career	Father	Mother
Artist	1.1	2.1
Business	18.9	16.5
Business Clerical	0.0	9.3
Clergy	2.1	0.0
College Teacher	0.0	0.0
Doctor (MD DDS)	1.1	0.0
Education Secondary	1.1	1.0
Education Elementary	1.1	5.2
Engineer	3.2	0.0
Farmer/Forester	12.6	0.0
Health Professional	0.0	1.0
Homemaker (Full-time)	1.1	23.7
Lawyer	2.1	0.0
Military	3.2	0.0
Nurse	0.0	8.2
Research Scientist	0.0	0.0
Social/welfare/Rec Worker	0.0	1.0
Skilled Worker	18.9	1.0
Semi Skilled Worker	5.3	3.1
Unskilled Worker	6.3	1.0
Unemployed	5.3	6.2
Other	16.8	20.6

Conclusions

Respondents to the selected CIRP indicators appear to be from an enriched life environment. Therefore the College must provide opportunities to expand the students rich life.

Recommendations

13. Expand upon the enriched life environment to which respondents are accustomed.

Critical Thinkers

Nine CIRP items were chosen as indicators of the presence of critical thinking (Table 1). Table 15 Rank Order of Activities Engaged in During the Past year suggest that respondents often do not critically think about day to day activities and their consequences. For example 50% of the respondents did not complete homework assignments on time. Though we do not know how often this occurred within the 50% respondent rate the large number still suggests respondents did not think about the consequences (or were not threatened by the consequences) of not completing their work on time. Other activity ranking tends to support the idea that respondents, for the most part do not critically think about the consequences of their actions. However, caution should be used when making conclusions based upon this data as values bias in conclusions can easily intervene and encourage over simplification in drawing conclusions.

Table 26 Rank Order by Greatest Percentage of Respondents Indicating Hours Per Week in the Last Year Spent On Various Activities indicates that students, for the most part, do not spend time on activities which would be expected to encourage or provide reasons to practice critical thinking

TABLE 25

Rank Order of Activities Engaged in During the Past year

Rank Order of Activity	% of Respondents Indicating Greatest Hours
Studied With Other Student	87.7
Attended Religious Service	87.5
Drank Wine or Liquor	74.3
Drank Beer	72.4
Socialized w/dif Ethnic Groups	58.7
Performed Volunteer Work	58.1
Used A Personal Computer	51.4
Didn't Complete Homework on Time	50.0
Felt Overwhelmed	41.5
Participated in Demonstration	35.2
Tutored Another Student	25.5
Was Bored In Class	24.5
Overslept/Missed Class	17.9
Asked teacher for Advice	16.0
Smoked Cigarettes	13.2
Felt Depressed	12.3
Discussed Politics	10.4
Voted in Student Election	6.6
Was a Guest in a Teacher's Home	5.7
Spoke Other Language at Home	4.7
Worked in Political Campaign	0.9

(studying, talking with teachers outside of class, student clubs and groups, and reading). Watching TV and Studying/doing homework tied as being the first two activities in which hours per week were spent on any activities.

Table 8 Number of Colleges Applied to for Admission this Year indicates the largest group of respondents (50% of the respondents) did not apply to any other college than Clarkson College. This would suggest the possibility that respondents were not thinking critically about attending college because consideration was not given as to the creation of alternatives should the respondent not have been admitted to Clarkson college.

Information provided by Table 9 Highest Degree Planned Anywhere and Table 10 Highest Degree Planned at this Institution indicates that students have thought about their future (87.2% were planning to earn a Bachelor's or Master's degree anywhere, with 90% planning to earn an associate's or Bachelor's degree at Clarkson College).

When it comes to respondents' thinking about the future, Table 27 Rank Ordering of Reasons Noted As Very Important in Deciding To Go To College indicate respondents did critically think about their future. Over 82% indicated to get a better salary as a very important reason in deciding to go to college with 81% indicating making more money was also very important in deciding to go to college.

TABLE 26

Rank Order by Greatest Percentage of Respondents Indicating Hours Per Week in the Last Year Spent on Various Activities*

Rank Order of Activity	Hours/Week Spent In Activity	% of Respondents Indicating Greatest Hours
Playing Video Games	None	81.4
Volunteer Work	None	65.6
Talking With Teachers Outside of Class	Less than one	46.4
Student Clubs and Groups	None	41.2
Watching TV	3 to 5	33.0
Studying/Doing Homework	3 to 5	33.0
Reading for Pleasure	None	28.9
Housework/Child Care	None	27.8
Working For Pay	Over 20	26.8
Socializing With Friends	Over 20	22.9
Partying	None	21.6
Exercising or Sports	3 to 5	18.6

* Table data selected from CIRP Item Description entitled "Hours per Week In the Last Year Spent On".

The rank ordering provided by Table 27 Rank Order of Reasons Noted as Very Important in Selecting this College suggests respondents critically thought about selecting Clarkson College as the college to attend.

Table 13 Objectives Considered To Be Essential or Very important also indicates respondents possess critical thinking skills. Over 70% identified help others in difficulty and prohibit

racist/sexist speech (ability to empathized and thereby critically think of themselves in the situation).

TABLE 27

Rank Ordering of Reasons Noted as Very Important in Deciding to Go to College

Reasons For Attending College	% of Respondents Identifying Reason
Get a Better Job	82.7
Make More Money	81.6
Learn About More Things	67.3
Gain a General Education	55.4
Improve Reading and Study Skills	30.0
Parents Wanted Me to go	28.4
Become A More Cultured Person	28.4
Role Model/Mentor Encouraged Me	22.0
Could Not Find A Job	11.1
Wanted To Get Away From Home	9.0
Nothing Better To Do	5.0

TABLE 28

Rank Order of Reasons Noted As Very Important in Selecting This College

Reasons For Attending College	% of Respondents Identifying Reason
Graduates Get Good Jobs	53.0
Good Academic Reputation	49.5
Offers Special Programs	39.8
Size of College	39.8
Offered Financial Assistance	29.0
Wanted to Live Near Home	23.2
Graduates Go To Top Graduate Schools	17.3
Friend Suggested Attending	9.1
Relatives Wanted Me to Go	7.8
Not Accepted Anywhere Else	6.3
Low Tuition	5.3
Good Social Reputation	5.0
HS Guidance Counselor Advised Me	3.1
Recruited By College Recruiter	3.1
Private College Counselor Advised Me	2.1
Religious Affiliation/Orientation	2.0
Recruited By Athletic Department	1.0
Teacher Advised Me	1.0
Ranking In National Magazines	1.0

Table 28 Rank Order of Reasons Noted As Very Important in Selecting This College suggests only a small portion of the respondents thought critically about selecting Clarkson College in that the largest percentage response was 53% (Graduates Get Good Jobs) with 12 categories with percentages being selected less than 10%.

When it comes to issues respondents seemed to be more thoughtful in their response as shown in Table 29 Rank Ordering of Agrees Strongly or Somewhat. No issue had less than a 78% response rate.

Conclusion

When presented with two or less choices CIRP respondents seem to be able to select a choice. However, it appears when respondents are given more than two choices or where the respondent must take *time* to think about a *variety* of outcomes (develop their own choices), respondents do not seem to be as competent at critical thinking or not as willing to spend the time to logically select an answer.

Though many of the respondents appear to be critical thinkers, as a group, based upon the indicators selected for critical thinking, critical thinking is not present at the level expected of a Clarkson College graduate.

Table 29

Rank Ordering of Agrees Strongly or Somewhat

Statement of Agreement	% of Respondents Identifying Statement
Man Not Entitled To Have Sex On Date	92.0
Employers Can Require Drug Tests	87.1
Federal Government Do More To Control Handguns	87.1
Better Education/Job Opportunities Reduce Crime	84.8
Government Not Controlling Pollution	78.0

Recommendations

14. If critical thinking is to be important to various curricula as indicated by the Institutional Assessment Committee, then consideration should be given to requiring students to complete a course in critical thinking or logic as a core course.
15. Critical thinking activities provided throughout the curriculum should focus upon students creating a response rather than choosing from responses provided by the activity.

Self Directed

Five CIRP items were chosen as indicators of the presence of the attribute self directed. Table 2 Average High School Grade As Reported By CIRP suggests students are self directed with a total of 74% of the respondents indicating a B or better average high school grade. A study of activities engaged in during the past year (Table 7) suggests that a large portion of the respondents were self

directed when it came to socializing and performing volunteer work. When student self rating is viewed 64.8% of the respondents stated they were above average or top 10% in their drive to achieve (Table 22). It is interesting to note that 67.9% of the respondents believed themselves to be above average or in the top 10% in understanding of others, yet the percentage of respondents rating themselves above average or the top 10% in self confidence intellectually (39.4%) and socially (35.2%) was about half that percentage. This would suggest that respondents as a group were not self directed or not as self directed as they might be if they had a higher degree of self confidence.

A review of the number of hours per week spent on exercising/sports (55.8% 3 hours or more) and working (78.3% 3 hours or more) suggest a large portion of the respondents are self directed (Table 21). Only 7.6% (Table 16) of the respondents believed the chances are that they will be elected to office and 17.5% believed they would participate in voluntary/community service.

Conclusion

Based upon the selected CIRP indicators it would appear that students are self directed. However, the CIRP indicators also suggest that there is great potential for increasing the self *confidence* level of a large portion of the respondents, thereby increasing their potential to be more self directed.

Recommendations

16. Strategies should be developed for increasing the self confidence of students in order to increase the students potential for becoming more self directed.

Scholar

Five CIRP items were chosen as indicators of the presence of the scholar attribute. Table 2 Average High School Grade As Reported by CIRP indicates 74.5% of the respondents had a B or better grade average in high school work. Table 3 Had Remedial Work In... as Reported by CIRP indicates that a much lower percentage of students had remedial work (percentage of respondents having remedial work in various subjects ranged from 10.4% to 19.8%). When respondents were asked if they will need remedial work in any of six subject areas the ranges of yes responses was very low (percentage of respondents who will need remedial work ranged from 0.0% to 6.6%).

CIRP also asked respondents to rate themselves concerning their academic performance. Table 5 Student Rated Self Above Average or Top 10% in as Reported by CIRP indicates that 52.8% of the respondents believed their academic ability was above average or in the top 10% and 64.8% thought their drive to achieve was above average or in the top 10%. On the other hand only 32.4% of the respondents believed their writing ability was in the better than average or top 10% rage. Compare this with Table 21 Hours Per Week Spent on... as reported by CIRP and it is clear respondents spend many hours maintaining their academic ability (37.1% spent 6 or more hours per week studying and working on homework).

Conclusion

Respondents appear to posses the attribute scholar.

Recommendations

17. Extended effort should be made to challenge students as they complete course work in order to extend their scholarly ability.

Anticipate Change

Six CIRP indicators were selected to determine respondents ability to anticipate changes. Table IX: Highest Degree Planned Anywhere and Table 10 Highest Degree Planned At This Institution indicates a high percentage of students are thinking about earning a degree beyond the degree they are presently seeking (48.8 a masters degree or better). Table 20 Reasons Noted as Very Important in Deciding To go to College and Table XVII: Rank Ordering of Reasons Noted as Very Important in Deciding to Go To This College illustrate that respondents are thinking about changes as 55.7% of the respondents noted to gain a general education as a very important reason in deciding to go to college. 17.3% chose to go to this college because graduates go to top graduate schools and 39.8% of the respondents chose to go to this college because it offers special programs.

When thinking about the future respondents Table 16 Student Estimate Chances Are Very Good That He/She Will indicates a small percentage of respondents believe they will be elected to office, participate in student protest or participate in voluntary/community service. Table 17 Agrees Strongly or Somewhat, 43% of the respondents believe they can do little to change society.

Conclusion

Based upon the information provided by CIRP, respondents can anticipate *there will be* a change. However, the information provided by CIRP also suggests respondents cannot characterize what the change might be.

Recommendation

18. Strategies should be taught for identifying the possible outcomes of changes.

Table 30

Summary Table of Conclusions and Recommendations

Assigned Attribute	Number of CIRP Indicators	Conclusion		Recommendation(s)
Competence	5	Present in the areas of academics and cooperativeness. Weak in ability to write, create and communicate.	1.	Increase activities in writing and communication skills throughout student course work.
			2.	Increase the number of activities students have which focus upon "creating" within all courses.
			3.	Goals and activities which promote the growth of student self *confidence* should be developed and implemented throughout the student's college course work.
Thoughtful	5	Indicators concerning thoughtfulness provided mixed conclusions. Respondents are thoughtful concerning issues of importance to them.	4.	A clearer meaning of thoughtful should be identified before further assessments are conducted.
Compassion	4	Respondents as a group do possess compassion though in the area of racial/sexual understanding and in categories of issues which do not reflect directly on the respondents compassion seemed to be lacking.	5.	Increase activities within curricular programs which promote greater understanding of others situation, feelings, and motives.
			6.	Create situations whereby students are out into a variety of social and economic community settings.
Citizenship	5	Respondents do not possess the level of citizenship expected upon graduation from Clarkson College.	7.	Qualities associated with citizenship should be more clearly defined by the College.
			8.	Curricular activities should be created which promote the qualities the College has chosen to associate with citizenship.

Table 30

Summary Table of Conclusions and Recommendations (Con't)

Assigned Attribute	Number of CIRP Indicators	Conclusion	Recommendation(s)
Cultural Diversity	3	Respondents did not possess the level of cultural diversity desired by the College.	9. Monitor respondents throughout their academic program and compare CIRP with the respondents' CSS data 10. Promote cultural events within College activities.
Experientially Diverse	2	The respondent group is not experientially diverse.	11. Students should be assured the opportunity to participate in experientially diverse activities. 12. College activities should be planned so as to provide a wide range of diverse activities.
Enriched Life	7	Respondents appear to be from an enriched life environment.	13. Expand upon the enriched life environment to which respondents are accustomed.
Critical Thinking	9	Critical thinking is not present at the level expected of a Clarkson College graduate.	14. Consideration should be given to *requiring* a course in critical thinking as a Clarkson College core course. 15. Critical thinking activities provided students should focus upon student created responses rather than choosing from responses provided by the activity.
Self Directed	5	Students are self directed but not to the extent of their potential until student self confidence is increased.	16. Strategies within course work should be developed for increasing self confidence.

Table 30

Summary Table of Conclusions and Recommendations (Con't)

Assigned Attribute	Number of CIRP Indicators	Conclusion	Recommendation(s)
Scholar	5	Respondents appear to posses the attribute scholar.	17. Extend efforts to challenge students within course work in order to expand their scholarly ability.
Anticipate Change	6	Respondents can anticipate *there will be to* change. Respondents cannot anticipate what the change might be (determining possible outcomes/options).	18. Strategies should be taught for identifying the possible outcomes of changes.

CLARKSON COLLEGE
OUTCOMES ASSESSMENT PLAN

Variable	Input Measure	Throughput Measure	Outcome Measure	Feedback*
Communication	CIRP Survey Essay		CSS Survey Essay	Assessment Committee Analyzes data. Makes recommendations to Deans/Chairs for action. Results shared with College Community in *Clarkson Connection*. Also shared with Strategic Planning Committee.
Critical Thinking	CIRP Survey Essay		Css Survey Essay	Assessment Committee Analyzes data. Makes recommendations to Deans/Chairs for action. Results shared with College Community in *Clarkson Connection*. Also shared with Strategic Planning Committee.
Ethical Reasoning	Essay		Css Survey Essay	Assessment Committee analyzes data. Makes recommendations to Deans/Chairs for action. Results shared with College Community in *Clarkson Connection*. Also shared with Strategic Planning Committee.
Scholarship	Essay		Thesis (Graduate) Essay Alumni Survey	Assessment Committee analyzes data. Makes recommendations to Deans/Chairs for action. Results shared with College Community in *Clarkson Connection*. Also shared with Strategic Planning Committee. Recommendation to Instructional Resources for action if necessary.
Competence		Clinical Evaluation	Clinical Evaluation ANA Cert. Exam NCLEX Cert. Exam for COTA (OTA) PES (PTA) ARRT Nt. Bd.	Assessment Committee analyzes data. Makes recommendations to Deans/Chairs for action. Results shared with College Community in *Clarkson Connection*. Also shared with Strategic Planning Committee.

*Report of findings placed in Library annually and shared with Clarkson College Board of Directors

Mission Statement

Clarkson College is a private, non-profit coeducational institution providing Education for the Future by offering undergraduate and graduate health science degrees. Our mission is to provide high quality education to prepare competent, thoughtful, ethical and compassionate health care professionals for service to individuals, families and communities. We accomplish this mission by emphasizing teaching, research and service.

We meet our purpose by:

- Providing liberal and professional education that enriches the lives of culturally and experientially diverse students;
- Fostering a student-focused educational environment that regards learners as motivated, self-directed individuals;
- Promoting critical thinking, scholarship and citizenship to improve the quality of life;
- Building on a tradition of innovative education that anticipates changes in health care systems, technology and society;
- Creating partnerships among students, faculty, patients and health care professionals in clinically advanced practice settings, such as those associated with Clarkson Regional Health Services;
- Leading the way to 21st Century education through the use of information, communication, diagnostic and therapeutic technologies.

Clarkson College

Education for the Future